



## Eastside Elementary

103 Old Colony Road  
Clinton, SC 29325

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	497 Students	
<b>Principal</b>	Henry A. Simmons	864-833-0827
<b>Superintendent</b>	Dr. Wayne Brazell	864-833-0800
<b>Board Chair</b>	Linda Darby	864-833-5773

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Below Average	Below Average
2006	Average	Below Average
2005	Average	At-Risk
2004	Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

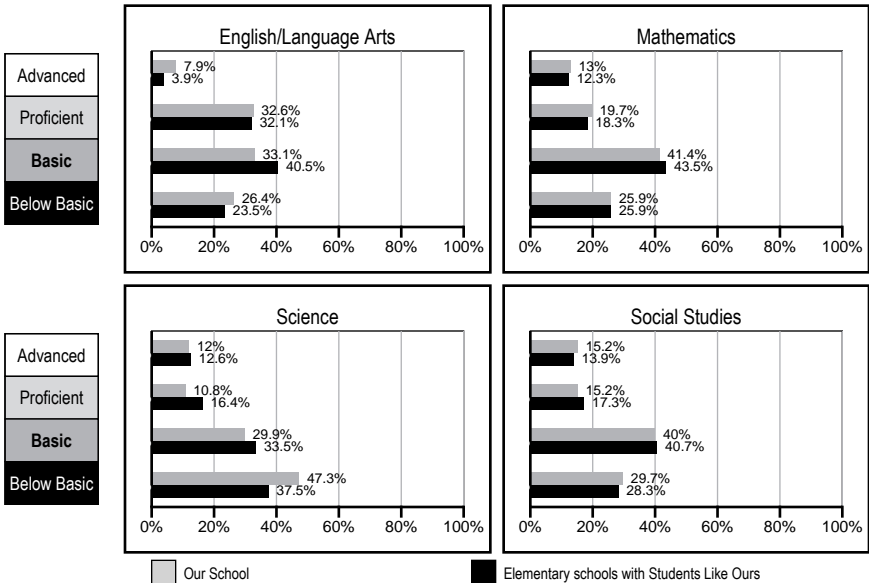
96%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	2	36	49	1

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=497)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.3%	Down from 6.8%	2.9%	2.3%
Attendance rate	95.5%	Down from 96.1%	96.0%	96.3%
Eligible for gifted and talented	15.9%	Up from 13.8%	7.8%	10.4%
With disabilities other than speech	10.5%	Up from 9.0%	9.0%	7.5%
Older than usual for grade	0.7%	Down from 1.8%	1.0%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=36)</b>				
Teachers with advanced degrees	58.3%	Up from 53.3%	54.4%	56.7%
Continuing contract teachers	77.8%	Down from 86.7%	77.4%	77.3%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.0%	Down from 90.3%	86.3%	86.4%
Teacher attendance rate	95.6%	Down from 97.0%	94.6%	94.9%
Average teacher salary	\$41,585	Up 2.3%	\$44,884	\$45,345
Professional development days/teacher	11.3 days	Down from 15.3 days	12.9 days	12.6 days
<b>School</b>				
Principal's years at school	11.0	Up from 10.0	4.0	4.0
Student-teacher ratio in core subjects	20.1 to 1	Up from 19.9 to 1	18.2 to 1	18.5 to 1
Prime instructional time	89.8%	Down from 90.7%	88.9%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	96.0%	Down from 96.1%	100.0%	100.0%
Character development program	Excellent	Up from Average	Excellent	Excellent
Dollars spent per pupil*	\$7,412	Down 0.7%	\$7,358	\$7,052
Percent of expenditures for instruction*	63.2%	Down from 67.5%	68.4%	69.1%
Percent of expenditures for teacher salaries*	57.5%	Down from 59.2%	63.4%	64.2%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

At Eastside Elementary School, we strive to provide the best educational opportunities for our students. Every decision we make reflects our goals and is made in the best interests of the students in our building. Our strong sense of community and parental involvement help to foster a caring and inviting environment for learning. It is our strong belief that all stakeholders must work carefully together to build a successful learning community.

Eastside Elementary School is home to approximately 520 students in kindergarten through fifth grade. We are fortunate to offer self-contained gifted and talented classes for thirty-seven students in grades three and four. We are also home to twenty-two self-contained special education students. Our population of students eating free or reduced lunch was 75% for the 2007-2008 school year.

This year, Eastside Elementary received an "All Clear" rating from the South Carolina Department of Education and is fully accredited by the Southern Association of Colleges and Schools. Eastside received a "Below Average" Absolute Rating and an Improvement score of "Needs Improvement" on the state report card for the 2006-2007 school year. The school met 15 of 19 objectives for Adequate Yearly Progress.

Eastside is a school dedicated to teaching and learning. The faculty in kindergarten through grade three continue to participate in the Reading First Initiative. Through imbedded staff development, the school also began a study of formative assessment and will continue that study through the State Department of Education's Pilot program, Keeping Learning on Track.

During the second semester, students at Eastside had an opportunity to receive additional math instruction during "Academy Time" and additional reading instruction in an afterschool program. One of the fifth grade students was selected as the district winner of the Lt. Governor's Writing Award. Also, three Eastside teachers received National Board Certification.

In our mission to prepare all learners to be contributing, successful students, we at Eastside Elementary strive for excellence. Providing quality instruction in a safe, nurturing environment is our ultimate goal. We invite you to visit our school to see our students in action and enjoying the learning process.

Henry Simmons, Principal  
Lauri Sauls, SIC

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	24	61	43
Percent satisfied with learning environment	100.0%	86.9%	97.6%
Percent satisfied with social and physical environment	100.0%	87.9%	83.7%
Percent satisfied with school-home relations	91.7%	94.8%	81.4%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A--Not Applicable   N/AV--Not Available   N/C--Not Collected   N/R--Not Reported   I/S--Insufficient Sample

School Adequate Yearly Progress	NO
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This school met 17 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
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	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.5%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	254	100	26.4	33.1	32.6	7.9	48.1	40.9	48.2	Yes	Yes
<b>Gender</b>											
Male	130	100	33.3	31.7	27.5	7.5	42.5	36.7	41.7	N/A	N/A
Female	124	100	19.3	34.5	37.8	8.4	53.8	45.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	159	100	21.6	27.7	39.2	11.5	57.4	50.6	60	Yes	Yes
African American	91	100	33.3	43.7	20.7	2.3	32.2	27.9	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	I/S	34.2	38.4	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	50	100	68.1	17	12.8	2.1	19.1	12.2	16	Yes	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	25	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	179	100	34.5	38.8	24.2	2.4	34.5	30.9	34	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	254	100	25.9	41.4	19.7	13	42.3	40.9	45.8	No	Yes
<b>Gender</b>											
Male	130	100	30	35.8	19.2	15	47.5	42.1	45.6	N/A	N/A
Female	124	100	21.8	47.1	20.2	10.9	37	39.8	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	159	100	20.3	39.9	23	16.9	52.7	52.3	59	Yes	Yes
African American	91	100	34.5	46	14.9	4.6	24.1	24.5	26.9	No	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	50	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	50	100	72.3	23.4	2.1	2.1	8.5	11	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	43.8	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	179	100	34.5	46.7	12.7	6.1	27.3	30.6	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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**Science**

All Students	177	100	47.3	29.9	10.8	12	22.8	27.5	35.7	95.5	95.6
<b>Gender</b>											
Male	88	100	44.4	29.6	12.3	13.6	25.9	30.1	37.4	95.3	95.3
Female	89	100	50	30.2	9.3	10.5	19.8	24.8	33.8	95.6	95.8
<b>Racial/Ethnic Group</b>											
White	112	100	37.1	33.3	14.3	15.2	29.5	35.9	49.2	95.3	95.3
African American	62	100	66.1	25.4	5.1	3.4	8.5	14.1	17	95.8	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	N/A	95
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	42.3	24.9	92.4	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	96.1	96.1
<b>Disability Status</b>											
Disabled	36	100	80	11.4	2.9	5.7	8.6	8.6	14	95	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	42.9	24.4	97.5	97.6
<b>Socio-Economic Status</b>											
Subsided meals	123	100	57.9	29.8	7.9	4.4	12.3	18.9	21.1	95	95.1

**Social Studies**

All Students	176	100	29.7	40	15.2	15.2	30.3	22	34	95.5	95.6
<b>Gender</b>											
Male	98	100	31.1	33.3	14.4	21.1	35.6	25.7	36.6	95.3	95.3
Female	78	100	28	48	16	8	24	18.4	31.3	95.6	95.8
<b>Racial/Ethnic Group</b>											
White	112	100	27.2	37.9	16.5	18.4	35	28.5	44.5	95.3	95.3
African American	60	100	32.8	46.6	13.8	6.9	20.7	12.9	19.1	95.8	95.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	N/A	95
Hispanic	4	I/S	I/S	I/S	I/S	I/S	I/S	26.9	27.5	92.4	96.6
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	96.1	96.1
<b>Disability Status</b>											
Disabled	33	100	67.7	22.6	3.2	6.5	9.7	9.4	14.4	95	94.7
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	22.7	27.3	97.5	97.6
<b>Socio-Economic Status</b>											
Subsided meals	121	100	37.8	45	10.8	6.3	17.1	14.4	21	95	95.1

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	71	100	19.7	39.4	39.4	1.5	40.9
	4	52	98.1	33.3	50	16.7	0	16.7
	5	80	100	35.1	39	24.7	1.3	26
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	93	100	14.6	34.8	36	14.6	50.6
	4	99	100	25.8	26.9	40.9	6.5	47.3
	5	62	100	45.6	40.4	14	0	14
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	71	100	25.8	63.6	9.1	1.5	10.6
	4	52	98.1	28.6	38.1	23.8	9.5	33.3
	5	80	100	26	33.8	18.2	22.1	40.3
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	93	100	27	43.8	16.9	12.4	29.2
	4	99	100	22.6	36.6	21.5	19.4	40.9
	5	62	100	29.8	45.6	21.1	3.5	24.6
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	37	100	60.6	27.3	12.1	0	12.1
	4	52	98.1	57.1	26.2	14.3	2.4	16.7
	5	41	100	50	26.3	7.9	15.8	23.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	47	100	44.7	23.4	19.1	12.8	31.9
	4	99	100	44.1	34.4	7.5	14	21.5
	5	31	100	63	25.9	7.4	3.7	11.1
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	34	100	15.2	48.5	36.4	0	36.4
	4	52	98.1	31	40.5	23.8	4.8	28.6
	5	40	100	42.1	34.2	7.9	15.8	23.7
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	46	100	21.4	45.2	23.8	9.5	33.3
	4	99	100	22.6	41.9	14	21.5	35.5
	5	31	100	63.3	26.7	6.7	3.3	10
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample